Unesco Chronicle

In this issue:

New headquarters of Unesco

Proposed international association for mass communications research

Education of Palestine refugee children

Expansion of school building

A monthly report from Unesco House

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The new headquarters of Unesco

On the left bank of the Seine, not far from the Eiffel Tower, the construction of the permanent headquarters of Unesco is being actively pursued. Large numbers of passers-by and tourists may be seen at the entrances to the site, exchanging views on the novel appearance of these new buildings. And indeed the three buildings in question, which are to be surrounded by courtyards and gardens, are of a highly original design, bringing something new to post-war Parisian architecture and forming a particularly striking example of contemporary art.

The Unesco Secretariat will be housed in the largest of the three—a ninety foot high, Y-shaped structure of seven storeys. It is built on pillars and gives an impression of lightness accentuated by some thousand windows, for which about 85,000 square feet of glass have been required. This Y shape enables a view of Paris to be obtained from every one of the offices (consisting of between 600 and 800 rooms, according to the partitioning adopted), the sound-proof ceilings of which slope gently upwards towards wide window apertures. The building will also contain meeting rooms, a clinic, and a restaurant and cafeteria on the seventh floor—from which there is a magnificent view—as well as a bar for delegates and staff members. The basements will house five radio and television studios, a cinema, the necessary mechanical, electrical and telephonic equipment (140 outside and 1,500 inside lines) and maintenance workshops. Large workshops for the printing of Unesco documents and publications will cover more than 20,000 square feet.

Within the curve described by one of the wings of the main buildings is situated the trapezoidal conference building, which is linked to the Secretariat by a lobby. Its roof is to be copper covered. All meeting rooms will be equipped for the simultaneous interpretation of conferences and debates in Unesco's four working languages (English, French, Russian and Spanish) and the largest of them will accommodate about 1,000 people. Eighteen thousand tons of reinforced concrete have been used for these two buildings. At the beginning of September, work was started on the foundations of the third building, which is to house the permanent delegations of Member States and the offices of a certain number of non-governmental organizations having consultative arrangements with Unesco.

The plans for the new building were the work of three architects,

Messrs. Bernard Zehrfuss (France), Pier Nervi (Italy) and Marcel Breuer (United States of America). Their project was approved by an international panel of five other distinguished architects, Messrs. Lucio Costa (Brazil), Walter Gropius (United States of America), Charles Le Corbusier (France), Sven Markelius (Sweden) and Ernesto Rogers (Italy). The supervision of building operations is the responsibility of the Headquarters Office, headed by the American structural engineer, Eugene H. Callison.

The 7 ½ acres of land allocated to Unesco by the City of Paris front on to the Place de Fontenoy. The architects were bound by very strict regulations, as they had to take into consideration the plans drawn up in the eighteenth century by Jacques-Ange Gabriel, to whom we owe the Petit Trianon at Versailles and the Ecole Militaire. Behind the latter, Gabriel had planned a semi-circular space planted with trees, bordered by plots on which no buildings were raised until the middle of the last century, when barracks were erected. A little before the second world war, two eight-storey buildings, housing the offices of the Ministère du Travail et de la Sécurité Sociale and the Ministère de la Marine Marchande, were built on part of the site. The Unesco architects had to complete the semi-circle planned by Gabriel and to restrict the height of their main building to eight storeys. For that reason they decided on the Y shaped structure, with its branches forming three similar curved façades.

On the recommendation of a committee of art advisers appointed to examine the question of decoration, the Director-General has enlisted the services of several artists. He has commissioned a monumental sculpture for the Piazza from Henry Moore (United Kingdom), a bronze relief for the exterior wall of the library from Jean Arp (France), a mobile from Alexander Calder (United States of America) and a ceramic mural for the lobby from Juan Miro (Spain). The arrangement of the patio for the delegates and a traditional Japanese garden have been placed in the hands of Isamu Noguchi (Japan). Finally, a wall of about 830 square feet has been reserved for Picasso (Spain) in the Conference building.

On the advice of the same committee, the Director-General has also invited certain Member States to take charge of the decoration and furnishing of six committee rooms, including the Executive Board room and the arrangement of the library and the press room. Towards the middle of this year, Mr. Luther H. Evans has received the agreement in principle of all the governments thus approached—Denmark, France, the Federal Republic of Germany, Italy, the Netherlands, Sweden, Switzerland and the United States of America. Some of these governments have already appointed architects for their allotted tasks while, for its part, the Japanese Government has sent to Paris 80 tons of stone for the proposed garden.

The main Secretariat building and the Conference building cover an area of roughly 75,350 square feet, while the rest of the site at the Organization's

disposal will be taken up by the third building, the garden, courtyards and a car park. The construction of an underground garage is also under consideration.

The need for a third building has increased the cost of the project by $930,000, and the total headquarters building budget now stands at $9,010,000. It is being financed by interest-free loans granted by the French Government and repayable in 20 or 30 years. Before building operations began, in April 1955, requests for the submission of tenders were advertised in all Member States. So far, the tenders accepted have come from undertakings in nine countries, namely, Belgium, Czechoslovakia, France, the Federal Republic of Germany, Italy, the Netherlands, Switzerland, the United Kingdom, and the United States of America. It must be added that the site has been leased to Unesco by the French authorities for a period of 99 years, at a nominal annual rental of 1,000 francs. According to present plans, the tenth session of the General Conference of Unesco to be held in Paris in November 1958, should take place in the new headquarters building.

Steps for the creation of an international association for research in the field of mass communication

by FERNAND TERROU
Director of the Press Institute of the University of Paris

The Unesco General Conference, at its ninth session, authorized the Director-General 'to promote co-ordination of the activities of national research institutes in the field of mass communication, in particular by encouraging the creation of an international association of such institutes'.

The Outcome of Long Endeavours

The above resolution is the product of a long period of effort. During recent years, the growing importance of mass communication to society has led quite naturally to a considerable expansion of investigation and research in this field in a great many countries. Admittedly, what may be called the science of the press is not new. Since the publication of the *Discursus de Novellarum* . . . in 1676, the conditions required to satisfy 'man's pressing need to express his opinion' have been dealt with in some very useful books. But it was not until the amazing development of mass communication media and their influence, on the one hand, and the advance of the social sciences, on the other, that such studies became common and, at the same time, were treated as really scientific in character. But the very development of such research in many countries, the variety of work done, the novelty of the problems concerned and the speed with which they change, have often shown that the efforts being made are too widely dispersed and that reference facilities leave much to be desired. The need for organizing exchanges on the international level has thus become obvious.

Unesco began working on the problem as early as 1947. In the light of the recommendations of its first committee on technical needs, it drew up a draft constitution for an International Institute of the Press and Information, designed to promote the training of journalists and the study of press problems throughout the world. Extensive consultations were carried out on the project, and it received encouragement from various quarters, in particular from the General Conference at its fifth session. In 1951, however, the Executive Board, after expressing its satisfaction at the creation of the International Press Institute and the French Press Institute, decided to suspend the Secretariat's activities in this field. But the French Press Institute is a national body and the International Press Institute in Zurich is not and, because of its very structure, cannot be concerned with

co-ordinating scientific investigation and research in the various sectors of mass communication. The problem therefore still remained. Moreover, it was found necessary, in the light of experience, to look for a solution differing slightly from the original proposal to create a single organism for both journalistic training and scientific research.

In 1952, the General Conference, at its seventh session, authorized the Director-General to promote the exchange of information among institutions and individuals responsible for the scientific investigation of mass communication problems. The Secretariat's consultations with institutions and prominent individuals in 19 countries showed the importance attached by both to the establishment of a system of regular exchanges. The 1952 authorization was therefore repeated at the General Conference in Montevideo in 1954. And in February 1955, at the meeting of experts set up to report on the activities that the Secretariat could undertake in that field, the idea of setting up a co-ordinating body for specialized institutions, in the form of an independent international association, gained ground. The very least that can be said in the light of the above—and it should probably be said—is that the project for the establishment of an international association for communications research is not an improvisation but the result of long preparation, investigation and experience.

The facts outlined above, in addition to the increasingly urgent needs, probably explain the speeding up of preparatory work since the New Delhi Conference. In December 1956, an international symposium attended by experts from about 15 countries was held in Strasbourg. It expressed itself in favour of setting up an interim committee, without delay, for the purpose of preparing, in co-operation with the Unesco Secretariat and appropriate institutions and individuals, for the holding of a constituent assembly of the association, and of drawing up a preliminary programme for co-ordination.

Basic Principles

The committee[1] decided on a number of principles which it submitted to institutions and specialists in various countries, requesting them to supply, in addition to their opinions and suggestions, any information that might be useful in organizing the association and its programme. These principles are as follows:

1. The aims of the Association should be exclusively scientific. Its objects should be: (a) to promote exchanges between institutions in different

1. The original members of this committee were—besides the Chairman, Mr. Kafel, Director of the Warsaw Press Institute—Mr. Marcel Stijns, President of the International Federation of Journalists and Mr. David Manning White, Chairman of the Research Council of the United States Association for Training in Journalism.

countries, and personal contacts among specialists; (b) to encourage the establishment and expansion of communications research and study centres in countries where they do not yet exist; (c) to strive for the recognition of the study of mass communication as a separate scientific discipline; (d) to establish an international documentation and research service for the use of the association's members; (e) to circulate information on significant events connected with teaching and research on the media of mass communication; (f) to undertake, in co-operation with appropriate national and international institutions, any scientific activity that may promote knowledge of the structure, techniques and influence of the media of mass communications; (g) should the need arise, to contribute, by appropriate research, to the development and improvement of the training of journalists.

2. The association should be completely independent both of intergovernmental organizations and of professional associations. It might admit collective members (national, international or regional institutions), individual members (research specialists) and associate members (bodies whose main activities are outside the field of mass communication).
3. The association should cover all sectors of communications research (press, radio, television, film), and all aspects thereof (history, law, economics, social psychology, technology, etc.). It might be divided into separate sections, each dealing with one of the various sectors or branches of study involved.

The first results of the committee's consultations, in which the major international professional organizations and the Unesco National Commissions have been associated, are highly encouraging. Because of their number —there were more than a hundred—the status of those submitting them, and the extremely sympathetic attitude adopted by the leading international professional organizations, the favourable replies already received from 30 countries are a striking confirmation of the interest aroused by the project and make it possible to go ahead with the preparatory work on a sound basis of information and with increased confidence.

Pending Problems

Much certainly still remains to be done, mainly because of the special features and the general state of investigation and research in the field of mass communication.

I am not referring to the controversies that a narrow definition of the objects of such research might raise, for this type of controversy is not peculiar to this field and has not prevented the establishment of similar associations in neighbouring fields. One of the first tasks of the new organi-

zation must be to try to solve problems of this nature and there can be no doubt that it will succeed in doing so. A satisfactory starting point might be the idea that the studies and research with which the association should be concerned are those which, belonging to the sphere of the social sciences by reason of their nature and methods, deal with the mass media as a whole, their organization, their operation and their effects. Behind its diversity of aspects, and behind the variety of methods and materials involved, which—as is generally the case in humanistic studies—are borrowed from related branches of study, mass communications research has a unity and a special character of its own, attributable to the peculiarities of the social phenomenon with which it is concerned and which cannot be compared with any other.

Nor do I refer to the relations between the new association and the co-ordinating centres already existing in some sectors. No difficulties can reasonably be expected on that score when it is considered that the association cannot in any way encroach on the activities of existing institutions. But there are many sectors where no organized exchanges have yet been established, e.g., the history, the economics, the law and the techniques of mass communication, and where the association should work actively. In those sectors where an exchange body is already functioning, the association should naturally respect that body's field of competence and the efforts it is making, and should confine itself—as it can do without losing any of its value—to providing a channel for the co-operation which it is so necessary to establish among specialists in the various disciplines, all of whom are helping to increase our knowledge of the same phenomenon. This, incidentally, is the object of the division into sections proposed in the 'principles' stated above. In some cases a still more flexible formula might be considered.

The only immediate problem in preparing for the constituent assembly —if we leave aside certain practical questions, the solution of which is extremely easy to devise if not to carry out—is connected with the existing position of this type of research at the national level. While a system of co-ordination has been introduced in some countries (e.g., France, Italy, Japan and Switzerland), in many others there is no such organization and, very often, highly qualified specialists are working either independently or in institutions not primarily concerned with communications research. The ideal solution would probably be for the association to consist mainly of national co-ordinating committees. But while waiting for these committees to be established—and it will be one of the association's tasks to help in their establishment—and in cases where, because of local conditions, they cannot be created, there can be no question of excluding from the association isolated institutions or individuals. The convening of the constituent assembly itself thus raises difficult questions

of representation and proportion, which are being investigated in consultation with those concerned. This slight constitutional difficulty should not in any case delay the meeting of the constituent assembly—which should normally be convened towards the end of the year—even if provisional arrangements have to be considered to begin with.

Indeed, it would now be difficult to understand why everything possible should not be done to achieve results, which will be well worth striving and waiting for. The establishment of the association should contribute, not only to the advance of an important branch of humanistic studies, but also to the promotion of freedom of information, which must be founded upon truth—and truth itself is the object of research.

The education of Palestinian refugee children

During the Arab-Israeli hostilities in 1948, most of the Palestinian Arabs left their homes, their gardens and their fields. Hundreds of thousands of men, women and children entered the four neighbouring countries of Lebanon, Syria, Jordan and the Gaza strip. In general, the refugees brought with them only what they were able to carry and their poverty was indescribable. They found shelter in cellars, derelict buildings and on waste ground. In spite of all their efforts, the governments of the receiving countries were unable to house and feed them. From the very beginning, a large number of cases of smallpox, malaria, and typhoid were reported and epidemics threatened the whole region.

The United Nations therefore appealed to the Red Cross and to the American Quakers, who undertook the responsibility of distributing the foodstuffs, tents and medicines they were able to buy as a result of large donations. Little by little, the first camps were organized, in which the refugees were supplied with food rations and drinking water. Doctors and nurses from several countries took care of those who were ill, carried out mass vaccinations, set up health services, and began their efforts to control insect pests, which are particularly dangerous in hot countries.

Open Air Classes on the Sands

At the beginning it was only possible to attend to the most vital problems. And yet, the first schools were established at the same time as the first camps. The inhabitants of some villages had left Palestine together and remained together in exile. Teachers took charge of the children they knew, sheiks expounded the Koran, and the first classes were held in the open air on the sand, without desks, blackboards, exercise books or pencils.

Some classes were started by the Red Cross and the Quakers. The YMCA established a school that is still in existence in the largest camp in Jordan, near Jericho. Elsewhere, the refugees were able, by selling the bags, bottles, packing cases and cans in which they received their rations of flour, oil, sugar, dried vegetables and paraffin, to buy the supplies essential to the schoolchildren. The children found a little shade in tents. The teachers received their first 'salary'—a bag of flour or two cakes of soap.

In the autumn of 1948, the Unesco General Conference was held at Beirut

and several delegates took the opportunity of visiting the refugee camps. They attended the first improvised classes and were impressed by the enthusiasm of both children and teachers. Unesco promised its help and contributed a sum of $90,000 for the education of the Palestinians until the end of 1949. Since that time it has always shown a great interest in this work. Its experts—there are now twelve of them—guide and advise the teaching services established for the refugees, and by means of Unesco gift coupons a whole range of school equipment, including wall maps, globes, books, etc., has been bought.

Six Times More Pupils in Six Years

It was not possible to solve the problem of the Arab refugees in a few weeks or months, as had at first been hoped. The Red Cross and the Quakers, whose swift intervention had helped to save so many lives, could not carry on their work indefinitely. The United Nations therefore established UNRWA (United Nations Relief and Works Agency) which has been responsible for the feeding, housing, medical care and education of refugees since May 1950.

In 1950, 33,500 children were attending school classes usually being held in tents. In 1956-57, there were nearly six times as many. About 118,000 pupils were enrolled at 370 schools at the beginning of the school year and there were 3,137 teachers at those schools. In addition, roughly 53,800 children were attending other schools receiving grants from the Agency.

What do these figures imply? Roughly 925,000 refugees are registered on the UNRWA lists. Of these, 40 per cent are under 16 and more than 18 per cent go to school—a very high proportion for the Middle East. It should not be forgotten, however, that, in this region, fathers generally get their young sons to help them in their work, or apprentice them. This long standing custom cannot be followed by the refugees, most of whom are unemployed.

It is extremely difficult for the inhabitants of the camps to find work, and a large number of the refugees are living in such camps—a fifth of the 95,000 Palestinians in Syria, a third of the 520,000 in Jordan, 42 per cent of the 109,000 refugees in Lebanon and almost two-thirds of the 223,000 in the Gaza strip.

Schools are playing an especially important part in these camps. Apart from receiving their lessons, the children are given milk every day, are medically examined, and grow vegetables or flowers. When classes end, the same premises are used for adults, and either young women and girls learn dressmaking and embroidery or men gather together to learn to read and write. Sometimes the children organize an evening's entertainment for their parents.

UNRWA's Financial Difficulties

All this costs money, however, and UNRWA is now in the throes of a financial crisis. Although a large number of schools have been built in the camps, some classes are still held in tents. This year, the Agency has had to interrupt its building programme, close its teachers' training schools and suspend various projects designed to enable refugees to earn a living. Although expenses have been cut to the minimum, they still amount to $8,000,000 a year under the heading of rehabilitation, which includes teaching, vocational training, finding employment, etc. Of this total $4,000,000 are in hand and, so far, UNRWA has been promised $1,000,000 for 1958. But the school programme alone cost $4,700,000 last year.

Nevertheless, schooling is vital for the refugees. The children are never late and keep their attention fixed on their lessons. Parents send moving letters to the Director of the Agency, begging him rather to reduce their meagre rations than to make any cuts in schooling.

For the past nine years, hundreds of thousands of Arab refugees have been living a miserable existence, homeless, workless and without prospects. Among them their children are growing up, children born in exile or too young to remember their homeland. They are the only ones to lead a normal life, they do their homework and sit examinations like any other children. They are the hope of a people who, so far, have had only too many reasons for despair.

NEWS FROM UNESCO HOUSE

Implementation of the East-West Major Project

Mr. Luther H. Evans, the Director-General of Unesco, recently transmitted the 1957-58 Work Plan for the Major Project on 'Mutal Appreciation of Eastern and Western Cultural Values' to the governments of Member States. Readers will recall that this Work Plan was revised by the Executive Board at its last session on the basis of the recommendations of the Advisory Committee which met in Paris from 1 to 10 April 1957.[1]

Mr. Evans drew the attention of the competent authorities to the importance of the part to be played by Member States in the execution of the Project. He put forward for their consideration a number of suggestions concerning programmes which might be carried out at the national level. These suggestions relate both to the use by each country of the tangible expressions of the cultural values of countries belonging to different civilizations, and to the preparation and presentation of products of its own cultural values, with a view to making them more easily accessible to other nations. Since, during the first years of the Project's execution, the main emphasis will be laid on activities likely to promote a better knowledge in the Western countries of the cultural values of the Eastern countries, it is suggested that Member States of the Orient might concentrate first of all on spreading knowledge of their own cultural values, while Western Member States might stress the utilization of the cultural values of the Eastern countries, although this should not detract from the reciprocity which is fundamental to the Major Project and so should be reaffirmed at the outset.

As stated in the Work Plan, 'Unesco's first objective is to ensure that, at the end of the first two years of execution, as many States as possible are participating in the Project through programmes of concerted action'. The national authorities in many countries may well consider it desirable to proceed first with certain preliminary studies, in order to enumerate the activities of the various institutions and associations in their country which are already contributing to the objectives of the Major Project, to assess existing means of fostering mutual appreciation of Eastern and Western cultural values, and to decide what additional activities should be undertaken in execution of the Major Project. Mr. Evans continued, 'I feel, however, that this preliminary stage of compiling lists, exploring the ground and making preparations and plans should not prevent effective programmes of action from being launched early in 1958, or even in 1957, wherever that proves possible.'

1. See *Unesco Chronicle*, Vol. II, No. 6, p. 159, and No. 8-9, p. 207.

After requesting the governments concerned to let him know what national programmes they propose to undertake and to send him lists of the national activities already in progress which represent a contribution to the aims of the Major Project, the Director-General asked to be kept informed of decisions taken in these matters and of subsequent achievements. With this information the Secretariat will be able to discharge the duties of a co-ordinating agency assigned to it in the Work Plan and, in particular, to communicate to other Member States such items of information as are of direct interest to them or call for international co-operation. This information will be circulated in the *Unesco Chronicle*.

Study Tours for Educational Leaders

As part of the Major Project on 'Mutual Appreciation of Eastern and Western Cultural Values', Unesco is organizing study tours for educational leaders. The object of the grants introduced for this purpose is to give first hand experience of social and cultural conditions in regions of the world other than their own to educational leaders in the fields of school education, teacher training, youth education, adult and workers' education and community education. It is believed that personal and direct contacts made in this way will enable individuals holding responsible positions in educational fields to influence national programmes being developed in their own countries for the implementation of the Major Project.

The number of grants available in 1957-58 will be from twenty to twenty-five, to be divided as equally as possible between Member States which wish to improve the teaching about Eastern or Western Cultural Values in their educational systems. Wherever suitable, study tours will be organized in groups so that persons having the same interests can compare their experience and views. Opportunities will be given for meeting colleagues in the same specialized branches of education in the countries visited. Provision will also be made, where possible, for attendance at important meetings on educational subjects sponsored by Unesco or non-governmental organizations.

Each grant will be of approximately three months' duration, during which time Unesco will undertake responsibility for travel costs and for the payment of stipends at the rates prevailing for United Nations Fellowships. The grantee's government will be responsible for ensuring that his salary is continued at home during his absence, and that he will be re-employed on his return in a previously designated post which is related to a national programme for the development of the Major Project.

Twentieth International Conference on Public Education

The Twentieth International Conference on Public Education, organized by Unesco and the International Bureau of Education (IBE), was held in Geneva from 8 to 17 July and attended by delegates of 70 Member States. Dr. José Martinez Cobo (Ecuador) was its chairman.

After hearing addresses of welcome from Mr. Alfred Borel (Switzerland), first delegate of the Swiss Federal Council and Head of the Department of Public Education of the Canton of Geneva, Mr. Luther H. Evans, Director-General of Unesco, and Professor Jean Piaget, Director of the IBE,

the conference discussed the reports on educational developments in 1956-57, submitted to it by the various countries. It then took up the two subjects on the agenda: the expansion of school building and the training of primary teacher training staffs. The problems of expanding school building were considered in detail on the basis of a comparative study prepared by the IBE from information supplied by the Ministries of Education of 57 countries.[1]

The training of primary teacher training staffs was also discussed on the basis of a comparative study prepared by the IBE from information sent in by 66 countries.

The conference unanimously adopted two recommendations to Ministries of Education. The first relates to the study of present and future needs in school building: the administrative, financial, economic and technical measures required to meet the situation in this field; a number of so-called emergency measures; and the forms which international co-operation may take. The second deals with the methods of appointment, training and further education of staff engaged in the training of primary teachers.

At this time, that is on 8 July, the Unesco/IBE Joint Committee held its twenty-second meeting, also in Geneva, under the chairmanship of Mr. de Rahm (Switzerland). After settling the last minute details of the arrangements for the Twentieth International Conference on Public Education, the committee was informed of the progress of the preparations for the twenty-first conference, which will study the problems arising in connexion with primary school syllabuses and the conditions of access to education in rural areas.

First Session of the Advisory Committee for Humid Tropics Research

The first session of the Advisory Committee for Humid Tropics Research was held in Manaus (Brazil) from 29 to 31 July. This committee, which was set up in January last by the Director-General of Unesco in pursuance of the recommendation formulated by an international group of experts and a decision taken by the General Conference, consists of nine specialists: Dr. Felisberto C. Camargo (Brazil), Dr. Raymond Fosberg (United States of America), Dr. M. O. Ghani (Pakistan), Dr. C. H. Holmes (Ceylon), Professor G. Mangenot (France), Mr. D. Rhind (United Kingdom), the Hon. Filemon C. Rodriguez (Philippines), Dr. M. L. Roonwal (India) and Professor V. van Straelen (Belgium).

After considering problems arising in connexion with the establishment of key Herbaria for humid tropical regions, the members of this new advisory committee went on to study the following items: the role of organic matter, its exact forms and the related nitrogen cycle in humid tropical regions; survey and classification of soils of the humid tropics; and the role of soil-fauna in these regions.

The experts in Manaus then discussed: the possibility of a survey of existing scientific reserves of tropical primary forest and the need for establishment of such reserves; the feasibility and desirability of planning and, possibly in the near future, initiating a comprehensive study of the dynamics of tropical vegetation; the preparation of a small scale map of

1. See page 265.

the humid tropical regions and the desirability of a study of criteria for the delineation of the humid tropics. They went into the steps to be taken to promote studies in human climatology and considered problems arising in connexion with the establishment of a research institute in East Pakistan for investigation and survey of medicinal plants and their utilization. The advisory committee also considered some thirty requests for assistance for new research projects and discussed fellowships. Finally, it was consulted about those parts of the Unesco Programme for 1959-60 which concern the humid tropics.

This first session was followed by an international symposium on curare and curare-like agents. This symposium, organized by the Government of Brazil with Unesco's assistance, was held in Rio de Janeiro from 5 to 17 August; it was attended by about forty scientists of different countries.

Work of the Regional Fundamental Education Centres

Readers will recall that, as a result of a survey conducted in the summer of 1955, the programmes and methods of the Fundamental Education Centre for Latin America (CREFAL) at Pátzcuaro, Mexico, and the Arab States Fundamental Education Centre (ASFEC) at Sirs-el-Layyan, Egypt, underwent substantial changes. Two advisory committees met early this summer to appraise the results achieved as a result of these changes. The members of the advisory committees discussed the future programmes of the two centres and the organization of special short courses for experts in the production of audio-visual aids for fundamental education. They stressed the necessity of constantly bearing in mind the close relations which must be maintained between fundamental education and community development programmes. The advisory committee of the Arab States for ASFEC expressed satisfaction at the part now being taken by Tunisia and Morocco in the centre's work.

The Unesco Institutes in Germany Study the Problem of Leisure

The three Unesco Institutes in Germany—for Education, at Hamburg, for Social Sciences, at Cologne, and for Youth, at Gauting near Munich—are now working, each from its particular standpoint and in close collaboration with the others, on the problem of leisure-time activities. The Institute for Social Sciences, which has so far concentrated on surveys of urban and industrial life, cannot close its eyes to this problem. In Hamburg, the specialists in school education are well aware that teaching must pave the way for judicious use of leisure time as well as for the exercise of a trade or profession. Youth movements, too, whose programmes are studied at the Gauting Institute, have the vital and increasingly difficult task of organizing leisure-time activities which are both useful and pleasant.

At a meeting in Hamburg early in 1956, the administrators of the three institutes discussed the adoption of a common work plan. Then, turning to the implementation of their programmes, they sought, at a second meeting in Gauting from 8 to 11 July last, to compile as complete a list as possible of leisure-time activities. In preparing this list, they had the help of nine experts—sociologists or educationalists—from the following

six countries: France, Federal Republic of Germany, Italy, the Netherlands, Uruguay and Yugoslavia. On the basis of preparatory studies carried out by the Institute for Social Sciences and a series of documents prepared by Mr. J. Dumazedier of the Sociological Research Centre of the French Centre National de la Recherche Scientifique, these experts were able to perform their task of defining leisure and leisure-time activities, listing and classifying these activities, determining the main categories for such classification, and laying down the criteria to serve in the appraisal of leisure-time activities. This systematization of fundamental concepts should help educationists and, in particular, leaders of youth organizations, by providing them with a full catalogue of suggestions, general ideas, and a basis for *up to date* leisure-time education. The sociologists, on their side, will learn what direction and method to follow in the surveys to be carried out under the auspices of the Institute for Social Sciences.

Immediately after the Gauting meeting, a second international meeting of experts, organized by the three institutes with the co-operation of the French National Commission, took place at Annecy (France) from 13 to 17 June. The object was to devise methods for use in various surveys to be conducted in several European towns and to lay down criteria so that the results can be compared. The Hamburg and Gauting institutes are also to include in their programmes the organization of seminars at which educationists from various countries will have the opportunity of studying the observations of the sociologists.

Work of the Consultative Committee on Adult Education

This committee met at Unesco House, Paris, from 22 to 26 July, under the chairmanship of Mr. Ch. Barbier (Union Suisse des Coopératives de Consommation, International Co-operative Alliance); it was attended by delegates of organizations in eight Member States and representatives of nine international non-governmental organizations. After studying the report from the Unesco Secretariat on adult education activities in 1956 and 1957, the committee expressed its views on the preparation of the proposed adult education programme for 1959-60. Delegates also discussed a series of suggestions from the Director-General regarding the membership of the committee.

A Seminar on Education for International Understanding

Twenty-six young school teachers from nineteen countries took part in a seminar on education for international understanding held in Meina (Italy) from 22 July to 3 August. It was arranged jointly by the Unesco Institute for Education and the Italian National Commission. Two similar seminars (Sèvres, 1955 and Gauting, 1956) had already been organized by the institute in collaboration with the National Commissions of France and the Federal Republic of Germany. Teachers from the following countries attended the Meina seminar: Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, Federal Republic of Germany, Hungary, Italy, Netherlands, Norway, Poland, Sweden, Switzerland, Union of Soviet Socialist Republics, United Kingdom, United States of America and Yugoslavia.

Participants made a comparative study of the textbooks in use in their countries, under the leadership of Mr. A. St. Langeland, who is now in charge of the Hamburg institute. They then proceeded to prepare several outlines of handbooks for teachers on education for international understanding.

Assistance to Education Groups for the Study of International Problems

Since 1952, as part of its programme of collaboration with youth groups and organizations, Unesco has been making up book-kits dealing with international problems. These book-kits are put at the disposal of international relations clubs and similar groups, international voluntary work camps, and study seminars organized by international or national youth movements. Unesco is now extending this information service to adult education organizations, to promote and facilitate the initiation of both young people and adults to the major problems which the United Nations and the Specialized Agencies are trying to solve through concerted international action. Many organizations or groups conducting out of school educational programmes have drawn attention to the need for basic documentation on these problems.

The books and publications included in Unesco's book-kits deal with problems coming under the following broad headings: peace building through the United Nations, human rights, economic development, food and people, international action for improving health and working conditions, a plan for refugees, international communications, science in the service of peace, fundamental education, women in the world, and what Unesco is doing. These book-kits are available in English and French.

Human Rights Day 1957

As in previous years, Unesco is encouraging and assisting the development of plans to commemorate the ninth anniversary, on 10 December 1957, of the signing of the Universal Declaration of Human Rights.

In 1956, it was decided, in consultation with the Secretariat of the United Nations, to invite particular attention to Unesco's contribution to the achievement of human rights, at the time of the Organization's tenth anniversary. Encouraging results have been reported of the consequent co-operation between National Commissions for Unesco and other governmental or private circles which took part in that commemoration. After similar inter-agency consultations this year, it has been decided that Unesco will suggest 'The Rights of Children' as a central theme for the 1957 commemoration.

In planning this year's commemorative celebrations, groups in Member States will no doubt be guided by programmes and events which government bodies, public institutions and voluntary organizations have successfully developed in the past. Such activities have included governmental proclamation of Human Rights Day; despatch of general notices announcing the events to schools, libraries, civic organizations and other voluntary groups; ceremonies conducted by high public officials; special announcements and feature coverage by press, radio and television outlets; reproduction and distribution of the text of the Declaration, with relevant

commentaries, brochures and posters; commemorative musical and dramatic performances; special film showings, public meetings, exhibitions, seminars, lectures, discussion groups and so on; and art, music, essay, photographic and other competitions on themes relative to human rights.

Of special interest this year will be the possibility of utilizing the Unesco Gift Coupon Programme as an element because of its connexion with the suggested theme—'The Rights of Children'. This theme can also be directly related to Article 26 of the Declaration, which concerns the right to education. This could naturally be the central point of many observances scheduled for classrooms, student meetings and school discussion groups.

Forthcoming Meeting of Experts on the 'Free Flow' Agreement

The Director-General of Unesco recently sent out a letter to Member States informing them of his intention of changing the closing date of the meeting of experts on the Agreement on the Importation of Educational, Scientific and Cultural Materials, which will begin, as arranged, on 21 October at the Palais des Nations, Geneva, but will now last until 30 October.[1] This extension has been found necessary owing to the complexity of the problems to be discussed.

The communications which Member States and international organizations concerned have sent in to the Unesco Secretariat have been reproduced in two working papers which were distributed in September. It should be mentioned that this meeting is not to revise the Agreement but merely to provide an opportunity for governments which apply the Agreement to exchange views and experience concerning its application, and for other interested governments to resolve any problems which may stand in the way of their acceding to the Agreement.

1. See *Unesco Chronicle*, Vol. III, No. 7, p. 175.

UNESCO'S ACTION THROUGHOUT THE WORLD

Participation Programme and Technical Assistance

Seminar on the Contribution of the Social Sciences to Economic Development

As part of its Regional Programme of Technical Assistance for 1957, Unesco decided to organize, in collaboration with the Lebanese Government, a seminar on the contribution of the social sciences to economic development to be held in Beirut from 9 to 20 December next. Eight Arabic-speaking countries (Egypt, Iraq, Jordan, Lebanon, Libya, Saudi Arabia, the Sudan and Syria) have each been requested to nominate two delegates, one representing the ministries or services responsible for economic development, and the other a university professor of economics or a specialist in social science research. Eight international organizations and associations have also been invited to take part in the meeting.

The seminar's discussions and work will be conducted by a scientific director, Professor G. Parenti (Italy) of Florence University, assisted by five experts: Messrs. Bobrowsky (Poland), vice-chairman of the Economic Council; P. B. Franck (United States of America), professor at the Istanbul American College; A. D. Knox (United Kingdom), professor at the London School of Economics; S. Hofstra (Netherlands), of Amsterdam University, and A. Sauvy (France), director of the National Institute of Demographic Studies. The seminar's programme will bear on the role of the social sciences in the planning and execution of economic expansion programmes and also on the use of scientific methods and techniques in the framing of economic and social policies.

Development of Bibliographical Services in Latin America

Since their acceptance as associated projects of Unesco, two bibliographical services in Latin America have been developing rapidly. The Bibliographical Section of the Instituto Caro y Cuervo, Bogotá (Colombia), has already received two grants, one to enable it to work out a plan for the development of bibliographical services in Colombia, and the second for the publication of the *Anuario bibliografico colombiano 1952/1955* which is to be completed in December 1957.

The National Bibliographical Committee of Costa Rica has also received

a grant from Unesco for the preparation of a manuscript of a union catalogue of the foreign periodicals existing in the principal libraries of Costa Rica.

New Missions of Experts

Known as 'participation in Member States' activities', Unesco's direct aid to governments requesting it differs from United Nations technical assistance in that it is not exclusively reserved for industrially underdeveloped countries and is not necessarily linked to their economic development. Under this programme, five experts were sent on mission in July and August. The name and nationality of the expert, and his or her field of assignment are shown below, for each of the five countries receiving this new form of aid:

Afghanistan. Mr. C. C. Suermondt (Netherlands), specialist in public administration, development of social science teaching.

Brazil. Mr. L. A. Costa Pinto (Brazil) has been appointed director of the new Latin American Centre of Social Sciences Research.

Libya. Mr. F. A. Vitali (Switzerland), organization of broadcasting services.

Nigeria. Mr. S. H. Horrocks (United Kingdom), implementation of a pilot project for the development of public libraries in Africa.

Thailand. Mr. A. L. Reimann (Australia), specialist in the study of cosmic rays, development of science teaching.

Under the United Nations Expanded Programme of Technical Assistance, Unesco sent seventeen experts on mission during these months. Thirteen countries and two regions are receiving this new assistance:

Afghanistan. Messrs. A. S. Muratov and U. A. Yanite (U.S.S.R.), specialists in laboratory work, development of university science teaching.

Bolivia. Mr. J. Corujo (Spain), teacher training.

Brazil. Mr. J. Lambert (France), sociologist, operation of the Centre Nacional de Pesquiças Educacionais.

Costa Rica. Mr. A. Pardo (Colombia), professor of Spanish teacher training.

Egypt. Mr. R. J. G. Kollath (Federal Republic of Germany), development of scientific research.

Guatemala. Mr. J. Zaragoza (Spain), specialist in technical and vocational education, development of education for productivity.

India. Mr. P. G. Francke (Federal Republic of Germany), specialist in irrigation, dam construction and hydraulics, operation of the Engineering College, Poona.

Indonesia. Mr. H. C. Tvermoes (Denmark), professor of mathematics, development of university education.

Iraq. Mr. S. S. Palit (India), specialist in the training of workers for light industries, training of rural workers. Miss N. G. Spelman (United Kingdom), expert in home economics, fundamental education programme.

Lebanon. Mr. E. Valin (France), expert in educational psychology and applied psychology, reform of education.

Philippines. Mr. U. G. Exner (Federal Republic of Germany), expert in vocational education, organization of community schools.

Sudan. Mrs. I. Hegazi (Egypt), expert in home economics, fundamental education programme.

Turkey. Mr. A. Butts (United States of America), expert in the analysis of materials, assistance to the Technical University of Istanbul.

Latin America. Mr. G. Zakrzewski (Argentina), development of educational statistics.

South and South-East Asia. Mr. J. E. Morpugo (United Kingdom), production of reading materials for new literates, organization of national book centres.

At 31 August 1957, 258 Unesco experts were in the field (36 under the programme of participation in Member States' activities, and 222 under the Expanded Programme of Technical Assistance).

Fellowships

In July and August, Unesco awarded fifteen fellowships under the participation programme to nationals of Brazil, Ceylon, Federal Republic of Germany, Greece, India, Iran, Iraq, Lebanon, Mexico, Pakistan and Yugoslavia. They have gone, or will go, for purposes of further study, to one or more of the following countries: Australia, Belgium, Bolivia, Burma, Denmark, France, Federal Republic of Germany, Italy, New Zealand, Sweden, Switzerland, United Kingdom, United States of America.

Under the Expanded Programme of Technical Assistance, four fellowships were awarded during the same period to nationals of Honduras, Pakistan and Syria. They have gone, or will go, for purposes of further study, to one or more of the following countries: Australia, Denmark, Japan, Puerto Rico, United Kingdom.

News of Member States and National Commissions

Australia. Under the United Nations Expanded Programme of Technical Assistance, Unesco is to help the Australian authorities in the organization of a regional seminar on multiple class teaching, to be held early next year. Countries of South and South-East Asia will be invited to send representatives to this seminar, which is to last about three months.

Professor F. Alexander, of the University of Western Australia, has recently been appointed director of a seminar on Drama in Education. This meeting, which is to take place in Sydney in August next, will be organized by the Australian authorities in conjunction with Unesco.

The Australian Unesco Committee for Drama, Theatre and Literature, which acts as the Australian national centre of the International Theatre Institute, has selected Miss Anne Fraser, stage designer, to hold the fellowship for study abroad offered by the institute. Miss Fraser is to travel to Europe and will make a stay in Great Britain.

Ceylon. The National Commission for Unesco has just published a Tamil edition of the Unesco pamphlet entitled *The Universal Declaration of Human Rights: a guide for teachers,* already issued in English and French.

Federal Republic of Germany. A short ceremony took place at the Headquarters of the United Nations in New York on 9 August last to mark the accession of the Federal Republic of Germany to the Agreement on the Importation of Educational, Scientific and Cultural Materials. Twenty-five countries now apply this Agreement by which books, periodicals, newspapers and works of art are exempted from the payment of customs duties. Educational films, newsreels, sound recordings and scientific apparatus are also exempt provided that they are addressed to approved bodies.

Dr. Friedrich Schepper, former secondary school master, has been appointed to a post in the Secretariat of the National Commission for Unesco. He will be working, for the most part, on the Unesco Gift Coupon Scheme and relations with youth movements, at the same time being responsible for contacts with schools and teacher training colleges.

India. The Government of India has informed the Director-General of Unesco of its intention to participate in the organization of study tours for educationists, in implementation of the Major Project on 'Mutual Appreciation of Eastern and Western Cultural Values'.[1]

Italy. The last number of the information bulletin issued by the Italian National Commission for Unesco to be received by the Secretariat contains an account of the international seminar on teaching about the United Nations and the Specialized Agencies, held in Florence from 9 to 19 April last.

Japan. Unesco is to assist the National Diet Library and the Japanese National Commission for Unesco in organizing a seminar on the International Exchange of Publications in the Indo-Pacific area, to be held in Tokyo from 4 to 11 November 1957. The Organization's aid is being provided under the programme of participation in Member States' activities in the field of libraries and related services. The seminar will study the following problems and make recommendations for action designed to assist in their solution: improvement of exchange activities between countries in the area; establishment and development of national exchange centres in those countries; improvement of bibliographical activities as a means of facilitating the exchange of information on the availability of exchange material. The draft of a proposed international convention on the exchange of publications will also be studied.

The following Member States and Associate Members are being invited by the organizers in Japan to send participants: Afghanistan, Australia, Burma, Cambodia, Canada, Ceylon, Chile, China, Colombia, Ecuador, India, Indonesia, Korea, Laos, Malaya-British Borneo Group, Mexico, Nepal, New Zealand, Pakistan, Panama, Peru, Philippines, Thailand, United Kingdom (Hong Kong), United States of America, Union of Soviet Socialist Republics, Viet-Nam. Other Member States of Unesco, and any interested international organizations, are invited to send observers.

The National Commission for Unesco has recently published Japanese translations of two pamphlets which the Secretariat of the Organization had already brought out in English, French and Spanish: they are *Arts*

1. See page 250.

and Letters in the series *Unesco and its Programme* and *Too Many People?* in the series *Food and People.* The National Diet Library has published a Japanese version of *National Bibliographical Services* by Knud Larsen, first volume in the series of *Unesco Bibliographical Handbooks.*

Norway. The National Commission for Unesco organized a seminar on the teaching of international understanding and international collaboration, at Tranberg, Gjovig, from 14 to 21 July last, for a group of members of the teaching profession.

Switzerland. His Excellency Mr. P. Micheli, Swiss Ambassador in France, has informed the Director-General of Unesco that the Federal Council has conferred on Mr. Bernard Barbey, Swiss permanent delegate to Unesco and Cultural Counsellor at the Swiss Embassy in Paris, the title of Minister Plenipotentiary.

United States of America. The committee entrusted by the National Commission for Unesco with the task of drawing conclusions from a survey covering ten States, entitled 'Citizen Consultation Program', met in Minneapolis on 1 and 2 July 1957 under the chairmanship of Dean Julius M. Nolte of the University of Minnesota. It considered the reports sent in by some thirty study groups on the work of Unesco and on measures to be taken to promote the development of international understanding in the United States.

Typical findings were that, for Americans, the study of foreign languages should begin at an earlier age, and that a larger proportion of United States aid to underdeveloped countries should be channelled through agencies of the United Nations. After discussing the expansion and improvement of the 'consultation programme', the members of the committee considered the promotion of a new inquiry on the theme: 'Paths of Action Towards Asian-American Understanding and Co-operation'.

Co-operation with International Non-governmental Organizations

Fourth World Congress of Sociology

The programme committee of the International Sociological Association met in Unesco House from 24 to 27 June last. The purpose of the meeting was to draw up the programme of the Fourth World Congress of Sociology which is to be convened in Italy in 1959. The general theme of the congress is to be 'Society and Sociological Knowledge'. Its work will probably be divided into four parts: sociology in its social context; sociology and social planning; sociology applied to the problems of industry, agriculture, teaching town planning and mental health; and sociological methods.

At the same time, the association's industrial sociology sub-committee

held its first session at Unesco House. It has twelve members, experts of different nationalities, who discussed the problems involved in worker participation in the management of industrial concerns.

Technical Media and Music Education

Sixty-four specialists, from twenty-five countries, met recently in Hamburg to discuss the uses of modern technical media—radio, television, films, tape recordings and gramophone—in music education. The conference, organized by the International Music Council and the International Society for Music Education, was held under the auspices of the German National Commission for Unesco.

Participants were unanimously of the opinion that technical media should be used to help the music teacher but not to replace him. They also stressed the role of these media in stimulating active and creative music making, rather than encouraging a purely passive response.

The delegates heard several accounts of school broadcasts and youth programmes in various parts of the world, illustrated by tape recordings of particular interest. Meetings on the use of television in the teaching of music were supplemented by a visit to the new studios of the North-West German television network, just outside Hamburg. The experts saw various programmes recently recorded in France, Germany, Japan, the United Kingdom and the United States.

Before adjourning, the experts proposed the creation of a centre where information on technical media for music education could be collected and distributed. They also suggested that Unesco prepare a handbook on teaching methods and programmes in music education. The Organization was further requested to promote the exchange of music recordings between Eastern and Western countries, and in general to facilitate freer circulation of such materials.

The Seventh Congress of the International Theatre Institute

The International Theatre Institute (ITI) held its seventh congress in Athens, Greece, from 4 to 8 July 1957, under the chairmanship of Mr. Basile Logothetidis (Greece). The Congress was attended by eighty delegates and observers from twenty-eight countries: Australia, Austria, Belgium, Bulgaria, Chile, China, Czechoslovakia, Denmark, Dominican Republic, Finland, France, Federal Republic of Germany, Greece, Hungary, Iceland, India, Italy, Japan, Mexico, Netherlands, Norway, Poland, Turkey, Union of South Africa, United Kingdom, United States of America, Union of Soviet Socialist Republics and Yugoslavia. The congress set up three committees: a general committee, a committee on international theatre work and a publications committee. The institute's executive committee met during the congress, which devoted one of its meetings to a lecture on 'The Theatre and Youth'.

The congress approved the financial reports for 1955 and 1956 and adopted the programme and budget for 1957 and 1958. It made some amendments to the Charter of the Institute and decided to meet in 1959 in Helsinki. The mandate of the executive committee was renewed, with the re-election of the national centres of Greece, Yugoslavia and the United

States of America and the election of those of Chile and Poland as new members. Mr. Milan Bogdanovic was unanimously re-elected president of the institute. The congress also studied various proposals concerning the organization of international festivals of dramatic art which it then referred to the executive committee for more detailed study. It expressed its appreciation of the work of the Théâtre des Nations—which had achieved great success in its first year—and of the International Clearing House for Cultural Exchange, Brussels, and recommended that national centres should co-operate as closely as possible with those two institutions.

Tenth Congress of the International Federation of Newspaper Proprietors and Editors

This congress recently adopted a resolution inviting its members to support Unesco's endeavours relating to the transmission of news, more particularly the proposals made by the Director-General for purposes of the International Telegraph and Telephone Conference which is to be convened by the International Telecommunication Union in 1958.

International Council of Women

The council held its 1957 triennial meeting, from 5 to 15 June last, at McGill University, Montreal, Canada. In the course of the meeting the council formally admitted two new national members, Israel and the Philippines, bringing the council's total membership to thirty-seven countries and territories. The council has a number of standing committees dealing with arts and letters, child welfare, education, health, laws and suffrage, moral welfare, peace and international relations and migration. The triennial meeting gives these standing committees an opportunity of discussing certain draft resolutions, reviewing the work of the past three years and planning programmes for the three years to come.

At its recent meeting, the council adopted twenty-seven resolutions on the most varied subjects, ranging from treatment of migrants to the greater participation by women in public life. Before the close of the session, Mrs. Hélène Lefaucheux (France) was elected President of the Council in succession to Dr. J. Eder (Switzerland).

Associated Country Women of the World

The first international educational seminar to be held by this association took place in Kandy, Ceylon, from 24 June to 2 July 1957 with the technical and financial assistance of Unesco. The main topic was 'The Place of Rural Women's Organizations in their Country's Development'. Twenty-five delegates from six South-East Asian countries (Burma, Ceylon, India, Malaya, Pakistan and Thailand) took part. They came from a large number of different professions and social environments. Among them were doctors, social workers, teachers, teacher trainers, trade union organizers and so on. The discussions centred on the improvement of rural health, nutrition problems, and the development of cottage industries.

Meeting on Programme Matters in Connexion with the Planning of the 1959/60 Unesco Programme and Budget

One hundred and ten representatives of seventy-two international non-governmental organizations approved for consultative arrangements with Unesco met on 9, 10 and 11 July last at Unesco House. They were consulted by the Director-General in connexion with the planning of the 1959-60 Unesco Programme and Budget. For this purpose they took part in the discussions of six groups corresponding to the departments and services of Unesco's Secretariat—education, natural sciences, social sciences, cultural activities, mass communication and exchange of persons. The Director-General will take account of the recommendations adopted at the close of this meeting, in giving final shape to the proposed Programme and Budget for 1959-60.

PUBLICATIONS

Expansion of School Building

The shortage of school premises is universal. This conclusion emerges clearly from a comparative study conducted by the International Bureau of Education (IBE) for the Twentieth International Conference on Public Education, held in Geneva in July. The findings of that survey, in which the Ministries of Education of fifty-seven countries co-operated, have just been published with Unesco's aid.[1]

In all countries, including the most highly developed, it is necessary to resort to make-shift methods to cope with the lack of school buildings. Intensive efforts have been made in the great majority of countries in this field and the average yearly rate of increase in school accommodation is about 5 per cent, or one new classroom for twenty already existing. Estimates for the work to be carried out during the coming years involve, in nearly all cases, an ever mounting tempo, which gives a good idea of the magnitude of the demand still to be satisfied.

'It is no mere temporary exertion for putting an end to an acute situation which is required, but a sustained effort on a large scale', writes Mr. Roger Girod, member of the Research Division of the International Bureau of Education. 'Even in the most advanced countries which at the beginning of the industrial revolution set out to ensure education for all, saturation point in the matter is far from having been reached. The fact is, at each stage of progress fresh demands and fresh opportunities arise in education as, incidentally, in connexion with other aspects of civilization. Added to this there is the increase in population.'

Administrative and Financial Responsibility

The need for increasing the tempo of school building, as well as the desire for efficiency and results, are reflected in many countries by two trends. The first, partly connected with legislative and administrative control, is a tendency to allow local authorities greater freedom of action and to stimulate their initiative. The other tendency is that towards more rationalism in design and methods of construction, while school building is tending

1. *Expansion of School Building*, Unesco/IBE (publication No. 184). Paris and Geneva, 244 pages. Price: 8 Swiss fr., 600 French fr., $2.50, 12/- (stg.). (Also in French: publication No. 183.)

to be dealt with under each country's plans concerning general economic policy. The latter tendency, in contradiction to the former, is having the effect of increasing the part played by certain central organs in the sphere of administration, public finance, economic control and research.

The impression of diversity conveyed by a comparison of the practice adopted in the distribution of legislative and administrative responsibility is further accentuated in the case of procedures for financing school building. National governments, regional organs (Federal States, provincial authorities, etc.), and muncipalities exercise vastly different roles in this matter in the various countries. In some cases, of which one of the most typical is New Zealand, the central governments assume responsibility for all expenses. In about a quarter of the countries, the governments provide for the bulk of the expenditure while the regional and local authorities also contribute. In approximately the same number of countries, on the other hand, the central government makes practically no financial contribution to school building, other than by way of more or less regular limited grants. Between the two extreme types of cases an intermediary situation exists, in roughly half of the countries, where school building expenses are shared by the central government, regional organs and local authorities in proportions and ways which vary considerably. In certain countries direct assistance is given by local communities, generally in the form of voluntary labour. This practice is particularly common in countries which are insufficiently equipped and is sometimes found in those which have extremely simple systems of taxation.

The Present Situation and an Estimate of Needs

It is not without interest to assess a country's school building expenditure in relation to its general education expenditure. For example, the New Zealand Government spent £27,500,000 on education from 1 April 1955 to 31 March 1956. Of that total $5,900,000 (25.1 per cent) was spent on school building, 807 new classrooms being built, including about 100 in temporary prefabricated structures. These figures indicate, even in the case of a normally equipped country, what is necessary merely for steady progress at the present rate; and this without any extravagance, as evidenced by the fact that some of the buildings are temporary. In Afghanistan, Australia, Brazil, Finland, Haiti, Iceland, Japan, Poland, Sweden, Tunisia, the Union of Burma, the United States of America and Yugoslavia, for example, the proportion varies between 15 and 30 per cent.

One other fact is worthy of mention. The annual rate of increase and renewal of school accommodation for primary and secondary education is much the same for most of the countries. In almost three-quarters of the cases, it varies between 4 and 10 per cent, and is generally in the vicinity of 5 per cent. This means, assuming that the present tempo with regard to school building is maintained, that in ten years the school accommodation will have increased by about 50 per cent and that it will have doubled in twenty years.

There are several countries where 70 per cent of the new classrooms are being built for primary education, and others where the corresponding figure is much higher. Elsewhere the contrary is the case. In Japan and

the United Kingdom, for instance, more than half of the construction work is for secondary education.

It is also interesting to compare, in the case of each country, the number of classrooms built in a year (1955, assuming it not to be an exceptional one) with the school age population (actually, according to the Demographic Yearbook of the United Nations, all persons up to the age of 19). The relation in the most highly developed countries is approximately one new classroom each year for every 700 to 1,000 persons in this age category, one for every 5,000 in countries at the stage of rapid development, and one for every 100,000 in the worst equipped countries.

Fairly detailed information as to the amount of school building proposed to be carried out up to the 1960s was given by 24 countries, including the Union of Soviet Socialist Republics and the United States of America. These countries represent regions of the world and types of civilization of extreme diversity. By adding their programmes, it is seen that together these countries propose to build primary and secondary school accommodation sufficient to receive in all some 40,000,000 pupils (assuming that each classroom can accommodate 40 pupils). These countries comprise about a quarter of the world's population. On the presumption, certainly a bold one, that there are similar tendencies elsewhere, it would appear that additional primary and secondary school accommodation provided between now and about 1960 may be in the region of 4,000,000 classrooms to receive 160,000,000 pupils. With the other parts of the premises built, this represents more buildings than those possessed by many a large capital.

Measures Taken or Proposed

In connexion with measures taken or proposed on the technical and architectural sides, what is mentioned most frequently is the use made of standard type plans. Two formulae are popular, one being that of the standard plan, which is accepted more or less as it is by all builders, and the other that of model projects intended to suggest ideas to architects and to draw the attention of administrators to the most rational and economical ways of dealing with questions, etc.

In a few countries where the resources available are relatively abundant, and the school network already fairly complete, model projects are numerous. They are worked out by building experts whose professional organizations, rather than the public authorities, arrange for their distribution. This is the case in about a tenth of the countries. In nearly two countries out of ten, the government departments concerned take the initiative in the preparation and presenting of model projects. In two-thirds of the countries, these being cases where school building problems are most serious, there is a tendency to standardization. Congresses, competitions, as well as practical courses for specialists are also effective means of rendering school building procedure more rational.

Among other measures on the architectural side we find mention of building in stages in order to allow for extensions, the more efficient use of available space, the creation of specialized sections or services, efforts to make construction methods more rational, the employment of more economic materials, in sparsely populated areas the centralization of schools and organizing of bus transport for pupils.

The necessity of adopting emergency solutions on a more or less extensive scale is practically universal in the field with which we are dealing. Even the most highly developed countries are no exception at the present stage of progress. This is a period marked particularly by changes due to powerful demographic influences, by great mobility in the population, coupled with quick displacements of the centres of industrial activity and the development of education.

Apart from the use of prefabricated premises, the emergency measures most often mentioned in the reports of the various Ministries of Education are the following: the arrangement of alternate classes, increasing the number of pupils per class, converting for school purposes premises of various kinds, the employment of halls, playrooms, libraries, etc., for teaching, the renting of rooms in residential and business buildings, the use of hutments. It must be recognized that the consequences of most of these measures are unfavourable both from the educational and from the health points of view.

What can be expected of International Co-operation?

What kind of contribution can international co-operation make to the solution of the problems arising out of the need to increase the number of schools? Some ten countries mention having received foreign financial assistance directly concerned with school building. Leaving aside those countries devastated by recent conflicts, the assistance referred to is in most cases not of an extensive nature. About the same number of countries received technical aid, mainly in the form of visits by groups of experts. As regards the assistance which countries would be glad to accept, about a dozen are desirous of receiving foreign financial aid either in the form of loans or grants (financial assistance not to be repaid but given outright). Countries which are at the present time receiving this kind of aid often express their desire for its continuance. Some half a dozen countries would like to receive foreign assistance in kind (building materials, prefabricated schools). Most countries, on the other hand, manifest a desire for exchanges of information and ideas, for visits by experts, etc.

The remaining question is the important one of the assistance which countries are prepared to provide. In this connexion, the replies received by the Bureau can be classified roughly in three categories: (a) countries which consider they are unable to furnish assistance in the matter to other nations (six); (b) those which are providing foreign financial and technical aid in the matter of school buildings and which are prepared to continue doing so (two); (c) countries (just over a third) which are contributing to the campaign for international collaboration in connexion with school buildings by making available to foreign countries their experience, litera ture, model plans, etc.

In the words of Mr. Girod: 'Like all products of human endeavour, school building is, after all, the material expression, resulting from effort, of ideas. Hence, three big fields open for international action: encouraging progress in ideas (those pertaining to construction methods, to the inclusion of school building in economic programmes, etc.); the increasing of material means available and their more efficient distribution (organiza-

tion of exchanges of materials, customs arrangements, direction of capital investments, etc.); increasing the efficiency of construction work and the improving of labour conditions (security and regularity of work, etc.). In each of these ways co-operation beyond frontier barriers is capable of yielding two kinds of positive results, more effective efforts in the different countries with regard to school buildings as well as benefits of a more general nature connected with ideas and economy.'

BIBLIOGRAPHICAL NOTES

(Other publications of Unesco concerning the social sciences and the influence of scientific progress on society published in recent months.)

BOOKS

Training of Primary Teacher Training Staffs, Unesco/IBE (publication No. 182). Paris and Geneva, 202 pages. Price 8 Swiss fr.; 600 French fr.; $2.50; 12/- (stg.). (Also in French: publication No. 181.)

This volume contains the findings of a survey conducted by the International Bureau of Education, with the assistance of the Ministries of Education of 66 countries. The competent national administrative departments replied to a series of questions on the training of the staffs of teacher training schools (or other institutions of secondary level) and of the staffs of educational institutes at the higher education level, responsible for the training of primary school teachers. The replies are preceded by a comparative study drawn up by the IBE Secretariat.

Public Library Services for Children, by Lionel R. McColvin. Paris, Unesco, 103 pages (*Unesco Public Library Manuals* series). Price 400 French fr.; $1.50; 8/- (stg.). (Also in French.)

This is a practical guide intended for those responsible for the organization and operation of children's public library services. Written from an international rather than a national angle, this book is particularly designed to meet the needs of countries where library development is still in its initial stages.

Mr. McColvin, City Librarian of Westminster (United Kingdom), gives a general description of when and how children's public libraries should be established. He examines the forms and principles of their organization, and the most suitable administrative regulations and routines to apply in the light of varying social, cultural, economic and geographical conditions. He also discusses the selection, acquisition and classification of books, and library work with schools, adolescents and youth groups.

PERIODICALS

Impact: of Science on Society, published quarterly, Paris, Unesco. Annual subscriptions: 450 French fr.; $1.75; 9/6 (stg.). Single issues: 125 French fr.; $0.50; 2/6 (stg.). (Also in French.)

Volume VIII, No. 2, 1957. Contents of this issue: 'Management as a Technology', by Alexander King. Regarded for a long time as a mystique, though served by vocational teaching of a number of particular techniques, management has appeared hitherto as a rather shapeless conglomeration of activities requiring much human understanding. It has seemed more of an art than a science. Lately, however, quantitative aspects and theory have been discovered and, although these may often be over-valued, they do hint at the existence of system and principle which are masked by the very complexity of the activity. Indeed, management today may be at the same stage of development as technology, medicine and agriculture were fifty years ago. And, like them, it may develop spectacularly within a generation or two. 'Information Theory and Human Information System', by D. M. MacKay. 'Information' is to the communication specialist what 'energy' is to the power engineer. It has come to be recognized as one of the basic commodities of our civilization. Information theory gives us a powerful scientific tool for the study of all kinds of systems in which 'information' is a basic commodity. Communication systems, automatic control systems, the human body and the brain itself can be analysed in remarkably similar terms, and our understanding of them enriched by the recognition of the same fundamental principles in the most diverse cases. 'A civilization in Fragments?' by Camillio Pellizzi. A penetrating essay review of Georges Friedmann's latest book *Le travail en Miettes*, written by the Professor of Sociology at the University of Florence.

International Social Sciences Bulletin, published quarterly, Paris, Unesco. Annual subscription: 1,000 French fr.; $3.50; 21/- (stg.). Single issues: 300 French fr.; $1; 6/- (stg.). (Also in French.)

Volume IX, No. 2 (1957). This number is almost entirely devoted to the study of contemporary social changes in Poland. The introduction by Mr. J. Tepicht, Director of the Institute of Agricultural Economics in Warsaw, is followed by articles on the

demographic problems of Poland; on peasant workers—a new social group in Poland; on the recent changes in the structure and functions of the intelligentsia; and on the social stratification of rural areas. The authors of these articles are experts of the Department of Sociological Research and the Department of Social Research of the Polish Academy of Science.

Unesco Bulletin for Libraries, published monthly, Paris, Unesco. Annual subscription: 800 French fr.; $3; 16/6 (stg.). Single issues: 80 French fr.; $0.50; 1/8 (stg.). (Also in French and Spanish.)

Volume XI, Nos. 8-9, August-September 1957. The contents of this number include articles on 'Library Services in the Eastern Caribbean', by S. W. Hockey; 'Machines for Retrieving Information in the U.S.S.R.', by B. M. Rakov and V. P. Cerenin; 'Catalogue Code Revision in Switzerland', by W. Vontobel and E. Vuilleumier.

Unesco Copyright Bulletin / Bulletin du droit d'auteur / Boletin de Derecho de Autor, trilingual publication, published twice yearly, Paris, Unesco. Annual subscription: 600 French fr.; $2.50; 12/6 (stg.). Single issues: 350 French fr.; $1.25; 7/- (stg.).

Volume IX, Nos. 1 and 2 (1956), and Volume X, No. 1 (1957). The contents of these issues include a comparative study of the statute and case law of certain countries on 'neighbouring rights', the report on the work of the Inter-governmental Copyright Committee at its first session in Paris in June 1956, and the findings of the Committee of Experts on the International Protection of Performers, Recorders and Broadcasters (Monaco, 1957).

Museum, bilingual quarterly review (English and French), Paris, Unesco. Annual subscription: 1,000 French fr.; $5; 21/- (stg.). Single issues: 300 French fr.; $1.50; 6/- (stg.). This periodical supplies news and is also concerned with research in the field of museography.

Volume X, No. 2, 1957. This number contains an article on the State Hermitage Museum, Leningrad, by Mikhail Artamonov; an article on the display of collections in museums of local archaeology by Rafael von Ular; an article on air-conditioning for museums by L. Logan Lewis; a description of the Henry Francis du Pont Winterthur Museum, by Charles F. Montgomery; and notes on the Comenius Museum, Uhersky Brod, by Josef Benes.

The Unesco Courier, published monthly, Unesco, Paris. Annual subscription: 400 French fr.; $2.50; 8/- (stg.). Single issues: 40 French fr.; $0.20; 9d. (stg.). (Also in French and Spanish.) Since the beginning of this year, there has also been a Russian edition: annual subscription, 30 roubles; single issues, 2 roubles 50 kopeks.

Tenth year, No. 8, August 1957. This issue contains a highly original study on authors who have tried to satisfy their need for self-expression not only by writing, but also by sketching, drawing or painting—either as a pastime or as a vocation. Among those discussed are Leon Tolstoy, Victor Hugo, Rabindranath Tagore, Goethe, Garcia Lorca, Thackeray, Carlo Levi, Lewis Carroll, H. G. Wells, Baudelaire, Paul Valery, Mark Twain, Edgar Allen Poe, Pushkin, Gogol, Rimbaud, Charlotte Bronte, Pierre Lotte, Hermann Hesse, George Sand, Cocteau, Musset, Merimee, etc. Profusely illustrated.

PROVISIONAL TIME-TABLE OF CONFERENCES, MEETINGS AND SEMINARS
October, November and December 1957

Meetings of International Non-governmental Organizations subsidized by Unesco, which take place at Unesco House, are marked by an asterisk.

Date		*Place*
OCTOBER		
1-6	Meeting of European National Commissions (convened by the Yugoslav National Commission).	DUBROVNIK (Yugoslavia)
7	Working Party of Non-governmental Organizations.	UNESCO
7-11	Consultation of experts in educational documentation.	UNESCO
7-12	Intergovernmental Copyright Committee.	WASHINGTON
8	Fourth Meeting of the committee set up by the Fifth Conference of Non-governmental Organizations.	UNESCO
14-26	International Advisory Committee on School Curriculum.	UNESCO
15-16	Headquarters Committee: twenty-fourth session.	UNESCO
21-30	Meeting of governmental experts on the Agreement on the Importation of Educational, Scientific and Cultural Materials.	GENEVA
Oct. 28 - Nov. 2	Symposium on Medicinal Plants of the Middle East (convened by the Middle East Science Co-operation Office).	PESHAWAR (Pakistan)
Oct. 28 - Nov. 30	Regional seminar on the Production of Reading Material (convened jointly by the Government of Burma and Unesco).	RANGOON (Burma)
NOVEMBER		
4-5 tentative	International Theatre Institute: editorial committee.	UNESCO
4-6 and 15	Advisory Committee on Arid Zone Research: thirteenth session.	KARACHI
4-7*	International Commission for a History of the Scientific and Cultural Development of Mankind: eleventh meeting.	UNESCO
6*	Co-ordination Committee for International Voluntary Work Camps.	UNESCO
7-8*	International Theatre Institute: executive committee.	UNESCO
7-11	Symposium on Arid Zone Problems (convened by the Pakistan Government and subsidized by Unesco).	KARACHI
12-13	Executive Board: working party on Unesco Institutes in German Federal Republic.	UNESCO
14-16	Executive Board: administrative commission.	UNESCO
15-18	Second meeting of International Advisory Committee on Marine Sciences.	BANGKOK (Thailand)
15-27	Regional seminar for South Asia and the Far East on the International Standardization of Educational Statistics (convened jointly by the Government of Thailand and Unesco).	BANGKOK (Thailand)
Nov 18 - Dec. 6	Executive Board: forty-ninth session.	UNESCO

Date		*Place*
NOVEMBER		
19-20	Selection committee for workers' study tours in Europe in 1958.	UNESCO
21-23*	Council for International Organizations of Medical Sciences: executive committee.	UNESCO
Nov. 23 - Dec. 5	Conference on Vocational and Technical Education for Arab Countries of the Middle East (convened by the Egyptian Government with the participation of Unesco, ILO and FAO).	CAIRO
DECEMBER		
9-10	Second meeting of the International Committee on Laboratory Animals.	UNESCO
9-11	Liaison Committee of International Non-governmental Organizations in the field of arts and letters.	UNESCO
9-20	Seminar on the Contribution of the Social Sciences to Economic Development (convened jointly by the Lebanese Government and Unesco).	BEIRUT
10-13	International Advisory Committee on Bibliography.	UNESCO
16-17	Working parties of Non-governmental Organizations.	UNESCO
16-21	Meeting of experts on the political science aspects of peaceful co-operation.	MUNICH
16-21	Symposium on Phytochemistry of Tropical Plants (convened by South-East Asia Science Co-operation Office).	KUALA LUMPUR (Malaya)
16-21	Symposium on Recent Researches in Rare Metals (convened jointly by the Indian Institute of Metals and South-East Asia Science Co-operation Office).	NEW DELHI
not fixed	Meeting on evaluation techniques in Unesco/UNRWA schools.	BEIRUT or JERUSALEM
not fixed	Regional training course at the Egyptian Desert Institute on hydrogeology of the arid zone (convened jointly by the Egyptian Government and Unesco).	CAIRO

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